

2022 STAAR Grade 8 Reading Rationales

| Item # | Rationale | |
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| 1 | Option D is correct | Definition 4 is the correct meaning of <u>hassle</u> , an inconvenient problem. The issue of “finding and paying for a parking space in a crowded city” (paragraph 7) is best defined as an inconvenient problem. |
| | Option A is incorrect | Finding a parking space can take long periods of time, but it does not typically become a prolonged argument. |
| | Option B is incorrect | Although confusion may occur when trying to find a parking space, finding parking is an inconvenient problem, not a confusing situation. |
| | Option C is incorrect | In paragraph 7, the word <u>hassle</u> relates to finding a parking place as an inconvenient problem, not as a debate or controversy. |

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| 6 | Option F is correct | The reader can infer from paragraphs 4 and 5 that high-speed trains enable people to get to their destinations much faster, so passengers “can save valuable time in their day” and avoid the frustration of wasting time by “dealing with stopped traffic, major delays, and accidents.” |
| | Option G is incorrect | Schedules are needed for people to know when the trains run, but these paragraphs do not imply the need for people to establish a daily schedule. |
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| 8 | Option H is correct | |
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| 10 | Option G is correct | This paragraph is the best summary of the excerpt. The paragraph provides key information about Danny's small size, hard work, and passing skills; his reading about short basketball players; and his aspiration to play for the NBA. |
| | Option F is incorrect | This paragraph is incomplete because it fails to mention several key points, such as all the practicing Danny does and his research about short professional basketball players. |
| | Option H is incorrect | Although it contains details that add inte((e)-2 (s)-2 (e)-2 (a)-1 (d)-4T (i)-4 -2 (6 Tr)-1 D g)-1 (h)-4 (i)-4 (t)-6 (|
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| 11 | Option A is correct | In paragraph 9, the reader can conclude that Danny's mom wants to help Danny. She recognizes that Danny may face criticism for his stature all his life, so she suggests a strategy for Danny to use to ignore |
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| 14 | Option H is correct | The entire purpose of the fundraiser is to help in rebuilding the animal shelter from which Emily got Boots, so the reader can predict that they will complete the Circle Tour to help the animal shelter. |
| | Option F is incorrect | Because the bike tour is so strenuous and all- |
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| 15 | Option B is correct | The phrase “ebbed and flowed” indicates that the girls’ feelings changed along the way. In paragraph 9, the author explains that the girls had to wait in “a smelly rest stop” and “had flat tires to repair” to emphasize their negative feelings. Other details, such as when they “witnessed a bald eagle” and “met many friendly people,” highlight their positive feelings. |
| | Option A is incorrect | In this sentence, the author describes the support the girls received from a family member, but it does not describe the girls’ feelings. |
| | Option C is incorrect | In this sentence, the author shows some negative experiences the girls had, but there is no indication that the girls have experienced a change in feelings about the bike ride. |
| | Option D is incorrect | Although writing log entries was an activity one of the girls took up while on the bike tour, this does not provide any details regarding the girls’ feelings about the tour. |

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| 16 | Option J is correct | The theme of the story is the idea that regardless of the challenges it presented, the Circle Tour was worth taking on because it was for a good cause. |
| | Option F is incorrect | In this sentence from paragraph 8, the author gives details about the bike ride but does not express the theme. |
| | Option G is incorrect | In the story, the pledges are a detail related to the girls' bike ride experience but do not express the theme. |
| | Option H is incorrect | In this sentence, the author shows how the girls remained motivated during their month-long journey but does not explain the challenges the girls faced or the idea that the event was for a good cause, which are essential to the theme of the story. |

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| 17 | Option C is correct | The meaning of the word <u>waned</u> as used in paragraph 9 is “decreased.” In the story, the girls’ energy decreased during the days of the ride because of the strenuous tasks involved. |
| | Option A is incorrect | The word <u>waned</u> does not mean “encouraged”; the physical stress exhausted the girls, and they had less energy. |
| | Option B is incorrect | Although the girls’ energy did go up and down, the word <u>waned</u> does not mean “combined.” In paragraph 9, the author describes the girls’ aching muscles, which shows that they were exhausted and had less energy. |
| | Option D is incorrect | In paragraph 9, the author describes the challenges the girls have endured, including mosquito bites, flat tires, and aching muscles. Through these details, the author shows that the girls’ energy decreased, not that their energy was “calculated.” |



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| 23 | Option B is correct | The author includes the photos to emphasize the time period in which the journey took place. The photos illustrate the types of clothing and the mode of transportation described in the selection, which may not be familiar to the reader. |
| | Option A is incorrect | Although the first photograph does seem to indicate that the boys and their father had a close relationship, the second photograph does not include the father. |
| | Option C is incorrect | The second photograph may suggest the boys' skill and comfort with horses, but the first photograph does not emphasize this skill. |
| | Option D is incorrect | The photographs show none of the sights the boys encountered on their journey. |

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| 24 | Option J is correct | In "Biking for Boots," the author describes how people expressed interest in the girls' bike ride using social media. The sentence from paragraph 6 of "The Ride of a Lifetime!" conveys a similar idea because the "press was eager to write" and "Americans were eager to read" about the boys' journey on horseback. In both selections, people showed interest in the events by using the media. |
| | Option F is incorrect | Although there is a reference to a "bicycle" in this sentence, bicycle riding is not a similar idea conveyed in "The Ride of a Lifetime!" The similar idea conveyed is the interest from others in the boys' journey. |
| | Option G is incorrect | This sentence does not convey a similar idea as the sentence from "Biking for Boots," because it describes how Jack Abernathy assisted in planning the boys' journey. The sentence from "Biking for Boots" conveys the interest expressed by others through social media. |
| | Option H is incorrect | In this sentence, the author describes details about the boys' journey, which is similar to the idea of riding bikes around Lake Superior. However, the idea conveyed in paragraph 10 of "Biking for Boots" is about people's use of social media to show interest in the girls' bike ride, not the description of the locations they traveled around Lake Superior. |

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| 25 | Option A is correct | Difficult and exciting moments are integral parts of the journeys in both "Biking for Boots" and "The Ride of a Lifetime!" |
| | Option B is incorrect | Although the reader is told in detail how the boys in "The Ride of a Lifetime!" prepared for their ride on horseback, no information is given in "Biking for Boots" about how the girls prepare for their bike ride. |
| | Option C is incorrect | Neither the journey in "Biking for Boots" nor the horseback journey in "The Ride of a Lifetime!" was focused on sightseeing. |
| | Option D is incorrect | In "Biking for Boots," the girls travel with a support team, but the boys in "The Ride of a Lifetime!" traveled alone. |

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| 26 | Option G is correct | A key difference between the two selections is that the girls in "Biking for Boots" were helping raise money for the animal shelter, while the boys in "The Ride of a Lifetime!" were not riding to support a cause. |
| | Option F is incorrect | Both the girls in "Biking for Boots" and the boys in "The Ride of a Lifetime!" had to deal with extreme weather, so this is not a difference. |
| | Option H is incorrect | Both the girls in "Biking for Boots" and the boys in "The Ride of a Lifetime!" had specific destinations for their journeys, which is a similarity between the selections, not a difference. |
| | Option J is incorrect | In both "Biking for Boots" and "The Ride of a Lifetime!," people along the way offered support to the travelers in a similar way. |

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| 27 | Option A is correct | The presentation of the two selections is different because in "Biking for Boots," the author includes details in paragraph 9 to show the enjoyment the girls feel when they see the eagle and hear the cheers of friendly people. However, the author of "The Ride of a Lifetime!" does not include details about the boys' feelings during their journey. |
| | Option B is incorrect | Comparisons are not made in either "Biking for Boots" or "The Ride of a Lifetime!" |
| | Option C is incorrect | In both selections, the author focuses on more than the beginning or end of each journey. In "Biking for Boots," the author describes what leads to the girls' decision to do the bike ride. In "The Ride of a Lifetime!" the author describes the challenges the boys faced throughout the experience, as well as where their journey would end. |
| | Option D is incorrect | Neither the girls in "Biking for Boots" nor the boys in "The Ride of a Lifetime!" could establish routines, because of the many unexpected variables, such as the weather and wildlife, throughout their journeys. |

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| 28 | Option G is correct | Using a leading question can enhance the reader’s interest by establishing a personal connection. |
| | Option F is incorrect | The leading question asks the reader about a dislike, but it does not suggest there is a problem that will be solved. Instead, the reader is thinking about the personal experience of disliking “broccoli, dark chocolate, or cottage cheese.” |
| | Option H is incorrect | |
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| 29 | Option A is correct | The author develops the thesis of the selection in paragraphs 5 through 7 by classifying the three learning styles, including “flavor-nutrient learning” in paragraph 5, “taste-flavor learning” in paragraph 6, and “social learning” in paragraph 7. In each paragraph, the author describes how the learning style helps develop or change a person’s food preferences. |
| | Option B is incorrect | Although specific foods are mentioned in the paragraphs, such as peanut butter in paragraph 6, they are not listed in order of importance or related to stages in a person’s life. |
| | Option C is incorrect | Food preparation is not discussed in paragraphs 5 through 7. Diversity in one’s diet is not related to the thesis of how food pree |

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| 30 | Option H is correct | According to paragraph 3, when babies are between four and six months of age, they are typically more accepting of new foods as the flavor window is open during this time frame. |
| | Option F is incorrect | In paragraph 3, the details emphasize that babies can develop a willingness to try new foods; the emphasis is not on their natural resistance to trying new foods. |
| | Option G is incorrect | This idea is emphasized in paragraph 4, not paragraph 3. |
| | Option J is incorrect | In paragraph 3, the author explains that giving babies new foods when the flavor window is open increases their willingness to try more new things, but there is no discussion of a shortened flavor window. This is an incorrect inference and contradicts the idea that the flavor window never closes, which is discussed in paragraph 4. |





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| 42 | Option G is correct | The sentence from paragraph 4 hints that the volleyball game will not end well for Millie. The description of “the ball flying back and forth” shows how the game is supposed to happen, but the phrase “unless, of course” indicates that when the ball comes near Millie the game will not go as planned. Instead, Millie ends up kicking the ball instead of hitting it with her hands. |
| | Option F is incorrect | This sentence from paragraph 2 is not about the actual volleyball game, so there is no hint about how the game will end. |
| | Option H is incorrect | This sentence from paragraph 7, in isolation, seems to indicate that the game will be a successful venture for Millie. However, the following sentence proves otherwise. |
| | Option J is incorrect | The description of the ball' |

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| 43 | Option D is correct | Emily recognizes that Millie needs some encouragement and support. |
| | Option A is incorrect | Millie's parents are not mentioned as being at the game. |
| | Option B is incorrect | Millie's actions during the game were exactly what the other girls on the team expected of her, so they would have ignored her anyway. |
| | Option C is incorrect | In her conversation with Millie, Emily talks about disliking volleyball, so she is unlikely to teach Millie to be a better player. |

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| 44 | Option H is correct | |
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